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ABSTRACT

The Professional Growth and Staff Development Program of the Mehlville School District in St. Louis, Missouri, is comprehensive in nature and has four distinct but complementary components. (1) The districtwide instructional improvement component focuses upon research-based teaching, and provides teachers and administrators with a common body of knowledge and generic skills applicable to instruction. Nationally recognized programs are used for in-house training: Instructional Theory into Practice (ITIP), Teacher Expectations and Student Achievement (TESA), Cooperative Learning, and Project IMPACT. (2) The curriculum/subject area component furnishes district teachers with opportunities to develop curriculum for district programs, to serve on textbook adoption committees, and to attend or present workshops on subject area matter. (3) The building-based component of the program gives recognition to the school as the primary unit of change that brings about educational improvement and places decision-making with the staff. (4) The individual growth component provides support for the professional activities of staff with tuition reimbursement opportunities and other incentives. The needs assessment instrument used to develop this program is appended. (JD)

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STAFF DEVELOPMENT AND PROFESSIONAL GROWTH PROGRAM

OF THE

MEHLVILLE SCHOOL DISTRICT

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Reaching for Excellence

1986

CP 028 172

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STAFF DEVELOPMENT AND PROFESSIONAL GROWTH PROGRAM

Developed by the administration and teaching staff of the MEHLVILLE SCHOOL DISTRICT

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Dr. Robert E. Rogers, Assistant Superintendent--Curriculum and Instruction
Dr. Allan R. Schindler, Administrative Assistant--Personnel
Dr. Ronald R. Paul, Administrative Assistant--Curriculum Services

Staff Development Planning Committee

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Josephine Heyl, Teacher, STRETCH Program
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John Wich, Teacher, Oakville Junior High School
Elizabeth Krekeler, Staff Development Committee Chairperson

Appreciation is extended to David Henerfauth for graphic designs.

Published 1986

MISSION STATEMENT

We, as educators, recognize teaching as both art and science, a field possessing an established canon of knowledge and methodology that informs effective instruction. We, as professionals, ascribe to keeping informed of recent research and practices in our chosen field as it changes and grows. Moreover, we respect and affirm the teachers as the single, most important person whose abilities have a direct effect on student performance. For these reasons, we are committed to a staff development and professional growth program, a continuation of the life-long process of learning and the refinement of our instructional skills.

The goal of the Staff Development and Professional Growth Program of the Mehlville School District is to INCREASE THE EFFECTIVENESS OF INSTRUCTION IN ORDER TO MAXIMIZE STUDENT LEARNING AND ACHIEVEMENT. To this end, the Mehlville program is designed to ensure that administration and staff possess the knowledge and skills required to fulfill district educational goals, to implement successful programs, to deliver effective classroom instruction, and to grow as individuals.

The district's staff development program serves the following purposes:

(1) To offer certified and classified staff continued opportunities for professional growth and enrichment;

(2) To provide an impetus for organization change and renewal;

(3) To utilize the leadership skills and expertise of both district personnel and recognized leaders in their fields;

(4) To provide in-house training for administration and staff in Effective Schools Practices, research and application;

(5) To assist administrators and teachers in the acquisition or refinement of supervisory, instructional, and managerial skills;

(6) To establish in-service programs for the implementation and maintenance of new curriculum and programs;

(7) To coordinate system-wide, school-based, and individual staff development activities through a district Staff Development Coordinating Council;

(8) To increase communication throughout the district by publicizing staff development opportunities.

ADMINISTRATION OF THE PROGRAM

Overall responsibility for the Professional Growth and Staff Develop- Program is assigned to the Assistant Superintendent--Curriculum and Instruction. Specific responsibilities for program areas are assigned to the following personnel:

The Assistant Superintendent--Curriculum and Instruction has staff development responsibility for districtwide research-based programs and subject area knowledge. The Staff Development Coordinator and Principals report to the Assistant Superintendent-Curriculum and Instruction.

The Administrative Assistant--Curriculum Services has responsibility for staff development related to curriculum development and program implementation. Directors and Curriculum Coordinators report to the Administrative Assistant--Curriculum Services.

The Administrative Assistant--Personnel has responsibility for the individual professional growth component of the staff development program.

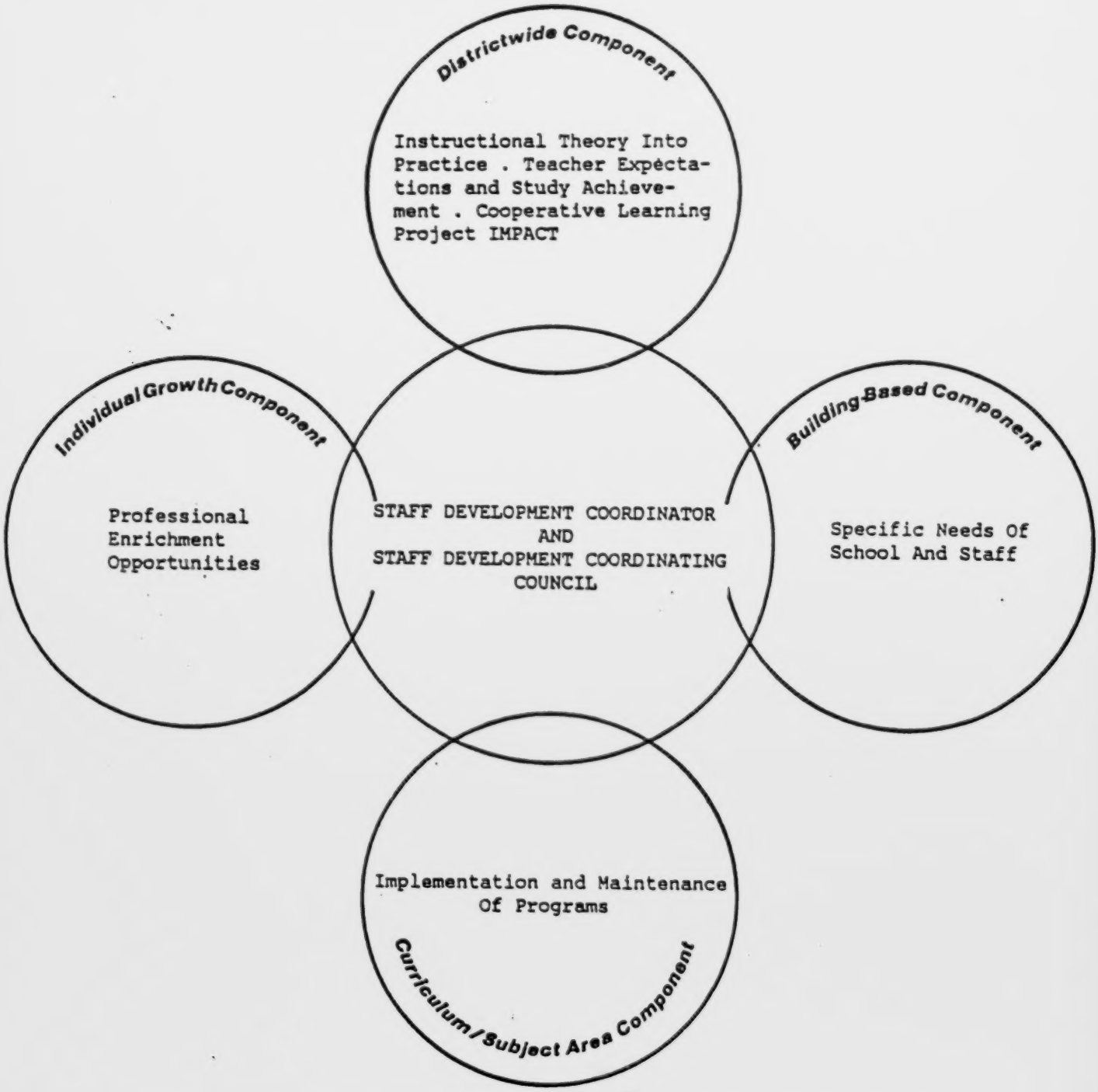
The Principal has responsibility for building-based staff development. The Staff Development Associates report to the Principal.

The Staff Development Coordinator has responsibility for instruction and supervision for districtwide research-based programs and for leadership training and supervision of Staff Development Associates. The Staff Development Coordinator will provide focus and direction for all four components of the program.

The Staff Development Associates have responsibility for the Staff Development Committees of Schools.

PROGRAM DESIGN

The Professional Growth and Staff Development Program of the MEHLVILLE SCHOOL DISTRICT is comprehensive in nature. The program has four distinct but complimentary components: (1) DISTRICTWIDE TRAINING to promote effective schools practices and organizational renewal, (2) CURRICULUM OR SUBJECT AREA EFFORTS to implement and refine programs, (3) BUILDING-BASED ACTIVITIES to meet specific school and staff needs, and (4) INDIVIDUAL INITIATIVES leading to professional growth and enrichment. A Staff Development Coordinator and Staff Development Coordinating Council oversee the program and provide leadership and liaison among its parts.


Districtwide Component
Instructional Theory Into Practice . Teacher Expectations and Study Achievement . Cooperative Learning Project IMPACT
Individual Growth Component
Professional Enrichment Opportunities
STAFF DEVELOPMENT COORDINATOR AND STAFF DEVELOPMENT COORDINATING COUNCIL
Building-Based Component
Specific Needs Of School And Staff
Implementation and Maintenance Of Programs
Curriculum/Subject Area Component

COORDINATION OF PROGRAM COMPONENTS THROUGH THE STAFF DEVELOPMENT COORDINATING COUNCIL

Coordination of the Staff Development and Professional Growth Program is achieved through the districtwide Staff Development Coordinating Council. The Council is chaired by the Staff Development Coordinator.

THE STAFF DEVELOPMENT COORDINATING COUNCIL. The Mehlville Staff Development Coordinating Council is responsible for staff development across the district. Monthly meetings of the Council provide a forum for sharing information and developing organizational procedures and content for the district's program.

The members of the Coordinating Council include the Assistant Superintendent--Curriculum and Instruction, the Administrative Assistant--Curriculum Services,, 2 appointed Subject Area Representatives in areas under review, the Staff Development Coordinator, and 14 building Staff Development Associates.

The Council is charged with the following responsibilities:

1. To oversee the governance of the total Staff Development and Professional Growth Program;

2. To conduct districtwide needs assessments and evaluation of the program;

3. To make advisement for improvement of staff development delivery;

4. To act as a Peer Review Board for district Incentive Grant proposals;

5. To set a calendar of district staff development events;

6. To publish a newsletter for sharing information about districtwide, building-based, and individual staff development initiatives and subject matter news.

THE STAFF DEVELOPMENT COORDINATOR. A full-time Staff Development Coordinator provides program coordination. The Staff Development Coordinator is assigned a full-time secretary.

The Staff Development Coordinator has the following responsibilities:

1. To direct districtwide research-based programs, Instructional Theory into Practice (ITIP) and Cooperative Learning;

2. To coach teachers in their application of theory and skills;

3. To chair the Staff Development Coordinating Council;

4. To train and supervise Staff Development Associates in their leadership roles;

5. To assess the staff development needs of district personnel;

6. To provide planning and resource support for district staff development programs;

7. To identify, develop, and maintain a human resource pool of qualified district personnel and out-of-district consultants for district programs;

8. To publish an in-house staff development newsletter;

9. To prepare a staff development budget;

10. To evaluate district staff development programs.

THE COMPONENTS OF THE PROGRAM

THE DISTRICTWIDE INSTRUCTIONAL IMPROVEMENT COMPONENT

Districtwide staff development focuses upon research-based teaching. It provides teachers and administrators with a common body of knowledge and generic skills applicable to instruction. The in-house program trains personnel in the characteristics of lesson design and presentation, skills of supervision, principles of motivation, and classroom management techniques that research shows maximize students' learning. In addition, it provides them the opportunity to receive formative guidance as they apply these skills in a classroom setting.

The district uses nationally recognized programs that have been designated exemplary as the content of its in-house training. For the 1986-87 school year, personnel may participate in the following programs:

INSTRUCTIONAL THEORY INTO PRACTICE (ITIP), a program that focuses upon the teaching act--theory, practice, and coaching--based on the effective teaching research of Madeline Hunt and others

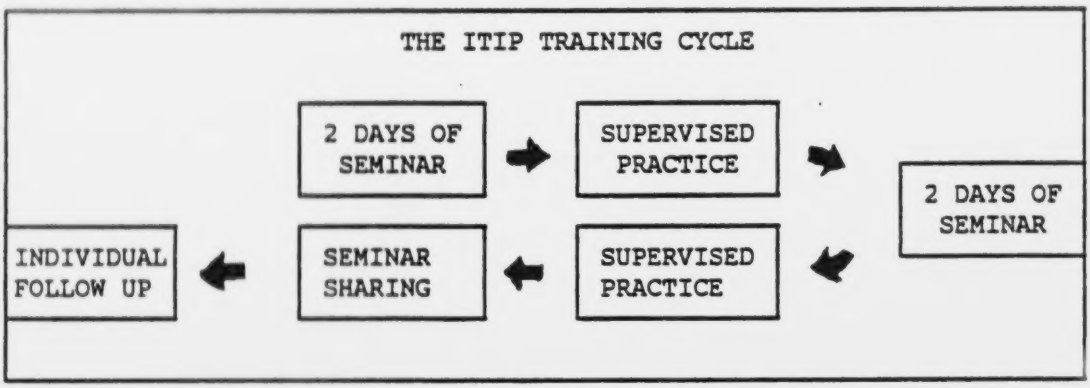
TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT (TESA), a model in motivation replicating the research of Sam Kerman that trains teachers to use interactions with all students in order to accelerate the academic growth of perceived low achievers

COOPERATIVE LEARNING, a program developed by Roger Johnson and David Johnson that provides teachers with classroom management skills for doing group work with students

PROJECT IMPACT, designed by S. Lee Winocur, provides training in teaching critical thinking skills in mathematics and reading

INSTRUCTIONAL THEORY INTO PRACTIVE (ITIP). The Instructional Theory into Practice Program strengthens and updates teaching and supervisory skills. The program provides intense training for administrators and teachers in the Steps of the Teaching Act: an anticipatory set, explaining a lesson, modeling ideal behavior, checking for comprehension, guided and independent practice, closure, motivation and reinforcement, and retention or transfer of skills.

ITIP training is structured on a eight-day cycle (see chart below). Teachers receive two days of intense seminar instruction and return to the classroom to practice the skills learned. During the period of practice, they are observed and confer with the ITIP Staff Development Coordinator. The procedure is repeated twice during the training cycle. One day of the cycle is reserved for sharing and reflection on the ITIP experience, for identifying critical elements for future improvement efforts, and for evaluation of the ITIP Program. The ITIP training cycle includes an individual conference between the Staff Development Coordinator and the teacher as a follow up to the program.



Substitutes are provided to release classroom teachers for seminar days.

As a correlate to ITIP teacher training, administrators are instructed in the skills of Clinical Supervision. Seminars deal with diagnosing the teaching act, planning and conducting pre and post conferences, and providing staff with reinforcement for correct implementation of the critical elements of instruction or correcting improper implementation. Administrators are accompanied by the Staff Development Coordinator or an immediate supervisor as they initially practice supervisory skills.

Extensive training as a trainer for the Staff Development Coordinator is part of the initial cost in implementing the ITIP Program.

Fifty (50) persons are trained in the ITIP Program annually.

TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT (TESA). The Teacher Expectations and Student Achievement Program is based on extensive research showing that teacher interactions with students perceived as low achievers are less supportative and less motivating than interactions normally practiced with students perceived as high achievers. The purpose of the program is to train teachers to use interactions with all students leading to greater motivation and success at learning for the low achiever. The program is attended by both administrators and teachers.

The implementation design consists of five workshops scheduled approximately one month apart. Each workship is three hours in length. Three interactions, supported by research and literature, are introduced at each session. Participants share interaction experiences and role-play activities. Over a five-month period, they are presented with fifteen teaching practices that must be internalized and incorporated into the classroom experience of the students:

TESA Interaction Model

Monthly Workshops	Response Opportunities	Feedback	Personal Regard
Workshop #1	1. Equitable Distribution	1. Affirm/Correct	1. Proximity
Workshop #2	2. Individual Help	2. Praise	2. Courtesy
Workshop #3	3. Latency	3. Reasons for Praise	3. Personal Interest and Compliments
Workshop #4	4. Delving	4. Listening	4. Touching
Workshop #5	5. Higher-Level Questions	5. Accepting Feelings	5. Desist

Following each workshop, teachers are granted released time to observe each other a minimum of four times, each observation lasting thirty minutes. While being observed, teachers consciously attempt to practice the interactions presented in the workshop with all students in an equitable manner. The observer records data on interactions with targeted students, and the data is shared with the teacher.

Participants are selected each year to be trained as trainers to continue the TESA project. The Interdistrict Services Office of the district oversees the TESA Program.

Fifty (50) staff members are trained in the TESA Program each year.

COOPERATIVE LEARNING. The Cooperative Learning Program provides teachers with management skills for organizing and directing group work. While traditional practice in classrooms has been to have students work alone, the research on how poeple learn suggests that students should be talking and learning together. Through discussion and work with one another, students not only master academic material more readily but also learn effective interpersonal skills. Cooperative learning facilitates mastery of concepts and principles, problem solving, and the application of information to other settings. It fosters creativity and verbal skills.

The district will use the Network for Educational Development, a consortium providing consultants and outstanding programs for St. Louis metropolitan area districts, to train a cadre of trainers in Cooperative Learning. Those trained will include one administrator and four teachers representing the main disciplines of science, social studies, language arts, and mathematics from one senior high school. This school, in turn, will become a demonstration site for visitations by staff from other district buildings.

PROJECT IMPACT. Project IMPACT (Improving Minimal Competencies by Activating Thinking) provided training for junior high schools teachers in strategies for improving the critical thinking skills of low achieving students (grades 7 and 8) in mathematics and reading during the 1985-86 school year. The emphasis on incorporating cognitive skills into the curriculum will continue and be expanded to other grade levels and subject areas during 1986-87. Training in critical thinking will be expanded through the use of IMPACT visual strategies and other recognized critical thinking skills programs.

THE CURRICULUM OR SUBJECT AREA COMPONENT

Curriculum and Programs is a separate unit functioning under the direct of the Assistant Superintendent--Curriculum and Instruction and the Administrative Assistant--Curriculum Services. Coordinators in conjunction with secondary Department Chairpersons and staff identify subject area priorities. The district follows a Five-Year Plan for review and implementation of programs.

Curriculum work is viewed as an opportunity for staff development and professional growth. District teachers have opportunities to develop curriculum for district programs, to serve on textbook adoption committees, and to attend or present workshops on subject area matter.

CURRICULUM DEVELOPMENT. Major curriculum development is done during the summer. Committee members examine curriculum models and review professional literature. They articulate goals for a program, construct sequenced objectives, and identify resources for instruction. Often curriculum guides are sent to professional organizations that offer review services. Completed work is presented to staff for discussion, modification, and adoption through Curriculum Councils or at district inservice days.

PROGRAM ADOPTIONS. Elementary Textbook Adoption Committees are comprised of a teacher representative from each building, a principal, and the subject area coordinator. Serving on an adoption committee provides an opportunity to assume a leadership role and to continue professional growth. The committee performs a number of important functions: it establishes criteria for textbook selection, evaluates programs sent by publishers, and determines those programs to be submitted to staff for review. Meetings are arranged for the committee to hear presentations from publishing house consultants on those programs under serious consideration for adoption. In turn, each committee member presents the programs to his/her building staff. Teachers vote a program preference in the spring, and a recommendation for adoption is submitted to Central Office administration.

The textbook adoption procedure on the secondary level is conducted through subject area Department Chairpersons and Curriculum Council meetings.

SUBJECT AREA INSERVICE. Inservice education workshops provide staff with a forum for sharing and expanding subject area expertise throughout the school year. Subjects covered advance program goals and implement new methodologies. Workshops have been conducted in computer training, writing process, reading strategies, and study skills among other timely topics. Workshops are scheduled during after-school hours and often are conducted by the teaching staff.

Also, arrangements are made with local universities for subject area graduate courses to be held in the district.

THE BUILDING-BASED COMPONENT OF THE PROGRAM

Building-based staff development gives recognition to the school as the primary unit of change that brings about educational improvement. It places decision-making with the staff, thus increasing staff involvement and ownership of the district's Staff Development and Professional Growth Program.

Staff ownership and involvement is established through a building staff development budget, a Staff Development Associate, and a Staff Development Committee.

THE STAFF DEVELOPMENT ASSOCIATE. Each school staff elects a Staff Development Associate who is a teacher leader. The Associate position is rotational: an Associate is elected for a one-year term and may hold the position for no more than three consecutive years. The Associate represents the building on the districtwide Staff Development Coordinating Council and chairs the building's Staff Development Committee.

Associates play a major leadership role in the district's Staff Development Program. They are facilitators who coordinate and communicate the work of the various unit components of the program. They are decision-makers who give guidance and shape to the program as it grows. They are change agents who give direction to the school's Staff Development Committee. They are resource persons who provide for the unique, individual needs of the school and staff.

Because of the importance of their role, Associates receive leadership training before they assume their positions. Training is provided by the Staff Development Coordinator and continued both formally through sessions held during Staff Development Coordinating Council meetings and informally through individual consultations.

An Associate has the following charges:

1. To make recommendations for the governance of the Staff Development and Professional Growth Program of the district;

2. To represent the building on the Staff Development Coordinating Council and to articulate its unique, individual needs;

3 To act as Chairperson for the Staff Development Committee of the building;

4. To coordinate building-based activities with school and district goals;

5. To administer the staff development budget of the building;

6. To advise and confer with the Principal on building-based activities and expenditures;

7. To assist staff in locating resources for accomplishing professional growth and/or staff development goals;

8. To share staff development opportunities and news with colleagues;

9. To prepare news briefs on staff development activities of the school and staff for the districtwide newsletter.

THE STAFF DEVELOPMENT COMMITTEE. Each building has a Staff Development Committee made up of the Associate Chairperson, an administrators, and several teachers representing the diversity of staff's interest. The building Staff Development Committee has a number of functions: (1) it conducts need assessments of building staff development priorities, (2) it coordinates its work with that of the School Improvement Committee, (3) it plans building staff development activities that further school and system goals, (4) it makes decisions on the distribution of the building's staff development funds, (5) it evaluates building staff development activities and programs, and (6) it coordinates Incentive Grant proposals on the building level.

The Staff Development Committee assists on the building level in the Incentives for School Excellence Program (ISE) of the Missouri Department of Elementary and Secondary Education: (1) it makes recommendations for School Incentive Grant proposals to be submitted for funding of staff development activities, (2) it helps in the preparation of such proposals, and (3) it provides guidance and editorial assistance to teachers who write Individual Incentive Grant proposals.

BUILDING BUDGETS. Funds are established for staff development activities of buildings according to the number of full-time staff. The purpose of building budgets is to provide resources for INSTRUCTIONAL IMPROVEMENT PROJECTS identified by staff. For example, Grade 4 teachers might determine from low test score data that math instruction needs improvement and request funds to send a Grade 4 colleague to a training workshop or conference. Or a school might select the improvement of the teaching of writing as a staff development goal and spend its funds for a visiting author-consultant to work with teachers.

THE INDIVIDUAL GROWTH COMPONENT

The Mehlville School District recognizes that individual employees have special interests and needs. The individual growth component of the Staff Development Program provides support for the professional activities of staff.

The Excellence in Education Act of 1985 of the Missouri General Assembly makes a number of provisions to encourage the professional development of personnel employed in Missouri Public Schools:

TUITION REIMBURSEMENT FOR PUBLIC SCHOOL TEACHERS AND OTHER CERTIFIED PERSONNEL. Certified personnel employed in Missouri schools may receive tuition reimbursement from the Missouri Department of Elementary and Secondary Education for a regular catalogue, three (3) hour course offered by a Missouri institution of high education. The cost of the course must not exceed the maximum credit hour cost at the University of Missouri-Columbia.

The course must be in an area of current certification and an area in which the person is employed to work in the succeeding school term. A grade of A or B or its equivalent must be earned. An employee may also request tuition reimbursement for one (1) course not to exceed three (3) credit hours in introductory or advanced economics.

No more than three (3) credit hours may be eligible for reimbursement during a school year.

THE INCENTIVES FOR SCHOOL EXCELLENCE PROGRAM (ISE). The Incentives for School Excellence Grant Program will financially assist an individual teacher, a group of teachers, a school, or a school district in improving education for Missouri public school students. The ISE Program is designed to encourage cognitive improvement, affective improvement, or improvement in one of the following correlates of the Effective Schools research:

1. Establishing the Principal as the instructional leader of the school;

2. Establishing a school climate which is safe, orderly, and conducive to learning;

3. Developing teacher and administrator behaviors which convey high student expectations;

4. Developing a pervasive, broadly understood instructional focus;

5. Continually monitoring and measuring student progress.

Eligible applicants for an Individual Teacher Grant must be currently certified full-time employees of a Missouri public school district. Each teacher applicant may submit or participate in no more than one individual teacher grant and/or one group of teachers grant but may also participate in a school and/or district grant.

Eligible applicants for a Group of Teachers Grant must be currently certified employees of a Missouri public school district. Each group must be comprised of not less than three teachers. Two of the group members must be full-time employees. Each teacher applicant may submit or participate in no more than one individual teacher grant and/or one group teacher grant but may also participate in a school and/or district grant.

DISTRICT PROFESSIONAL GROWTH OPPORTUNITIES. The district encourages staff to share expertise and interests as presenters and participants at inservice education work-shops. Stipends are paid to workshop leaders. Staff may also request and is encouraged to visit classrooms or programs recognized as exemplary sites. Release time and fees for professional conferences are available with the approval of the Assistance Superintendent--Curriculum and Instruction.

STAFF DEVELOPMENT AND PROFESSIONAL GROWTH

BUDGET

STAFF DEVELOPMENT COORDINATOR		
Salary		34,000
Extra Weeks (5)		4,400
Level II		1,600
Insurance		1,350
Retirement		3,928
Secretary Salary		10,000
Social security and retirement		1,115
Insurance		1,350
Office Supplies and Publications		1,500
Coordinators Training (1st year only)		5,000
	Subtotal	64,243
COUNCIL ASSOCIATES		
Trainers Stipend (16 individuals)		1,000
Substitutes for training (1 day at $54)		864
Substitutes for other events (3 half days)		1,200
	Subtotal	3,064
ITIP (50 individuals)		
Substitutes (5 days at $50)		11,000
Meals		500
	Subtotal	11,500
TESA (50 individuals)		
Manuals		500
Trainer		1,000
Dinners		500
Substitutes		3,000
	Subtotal	5,000
PROJECT IMPACT (50 individuals)		
Trainer		750
Manuals		2,000
	Subtotal	2,750
COOPERATIVE LEARNING (6 individuals)		
Training		1,500
Substitutes		1,250
	Subtotal	2,750

PROFESSIONAL MEETINGS/CONFERENCES	Subtotal	10,000
SUBJECT AREA		
Curriculum Development	(Dr. Paul's Budget	15,000)
General Workshops		4,500
Computer Workshops		5,000
	Subtotal	9,500
BUILDING BASED		
2 at $1,500		3,000
5 at $1,000		5,000
2 at $800		1,600
4 at $700		2,800
1 at $200		200
	Subtotal	12,600
	GRAND TOTAL	121,407

STAFF DEVELOPMENT REVENUE	
DESE Incentive Grant	50,000
Chapter II	45,000
District Budget	17,657
DESE Technical Assistance	4,750
VICC	4,000
GRAND TOTAL	121,407

STAFF PREFERENCES FOR PROFESSIONAL GROWTH AND DEVELOPMENT

A Needs Assessment Survey
of the
Mahlville School District

SURVEY RESULTS

Reaching for Excellence in Education

SP 028 172

The purpose of a professional growth and development program is direct improvement of teaching and learning in the classroom. The following needs assessment is given to staff in order that administrators and teachers can identify their individual needs and interests. The information, in turn, will give direction to the district's staff development program.

Please return the form to your building principal by April 4, 1985.

I. General Interest in In-Service Training

The following section addresses your general interest in in-service training.

1. Indicate your degree of interest in attending professional development programs:

   a. 91/35.8 high
   b. 130/51.1 medium
   c. 22/8.6 low
   d. 11/4.3 not at all interested

2. Rank the district's present in-service offerings:

   a. 15/6.2 high
   b. 136/56.9 medium
   c. 87/36.4 low

3. What would you list as the three most important problems in your school toward which in-service training should be directed?

   a. N/A
   b. N/A
   c. N/A

4. Excluding university coursework, how much time did you devote to organized in-service activities this year?

   a. 33/13.6 no time
   b. 13/5.3 1-3 hours
   c. 59/24.3 3-6 hours
   d. 42/17.3 1-2 days
   e. 54/22.3 3-5 days
   f. 41/16.9 5 or more days

5. Check the type(s) of professional growth activities you have pursued during this 1984-85 school year:

a. 87/13.9 college credit class(es)
b. 181/28.8 district in-service workshop(s)
c. 75/11.9 district committee project(s)
d. 93/14.8 building committee project(s)
e. 118/17.5 local workshop(s) or conference(s)
f. 41/6.5 state convention(s)
g. 20/3.2 national convention(s)
h. 13/2.1 none

6. What specific teaching or administrative skill(s) did you perfect or improve during this 1984-85 school year? _____

7. Excluding university coursework, how many in-service programs did you attend during this 1984-85 school year?

a. 36/14.4 none
b. 84/33.6 one
c. 67/26.8 two
d. 29/11.6 three
e. 10/4.0 four
f. 24/9.6 more than four

8. What was the staff development program that you liked best which you attended within the past two years?

N/A

9. Indicate the extent to which the presence of each of the following features would affect your decision to attend in-service programs. Use the following numbers:

4 - Strongly Attractive (would affect my decision to attend)

3 - Attractive (a good feature but would not affect my decision to attend)

2 - Inconsequential (would not affect my decision to attend and I would not care if it were present)

1 - Detractive (would have a negative effect on my decision to attend)

See Attached Sheet

a. _____ released time
b. _____ certificate of attendance
c. _____ salary inservice credit
d. _____ college credit
e. _____ presentation by peer
f. _____ presentation by outside expert
g. _____ monetary stipend
h. _____ in-district location
i. _____ out-of-district location
j. _____ other (specify): _____

10. Rank the following features according to your choices as 1st, 2nd, 3rd etc.:

See Attached Sheet

a. _____	released time	f. _____	presentation by outside expert
b. _____	certificate of attendance	g. _____	monetary stipend
c. _____	salary inservice credit	h. _____	in-district location
d. _____	college credit	i. _____	out-of-district location
e. _____	presentation by peer	j. _____	other (specify): _____

II. The following section concerns personnel data. For questions requiring judgemental categorization, please choose the most fitting response.

1. Check your staff position:

a. 21.8	Central Office Personnel	f. 193/80.4	Teacher
b. 3/1.2	Principal	g. 5/2.0	Librarian
c. 3/1.2	Assistant Principal	h. 8/3.3	Counselor
d. 10/4.1	Director/Coordinator	i. 4/1.6	Other (specify): _____
e. 12/5.0	Department Head		

2. Check the area(s) that correspond to the level of your major assignment:

a. 59/22.9	Primary (grades K-2)	d. 52/20.1	Senior High School
b. 65/25.2	Intermediate Elementary (4-6)	e. 5/1.9	Districtwide
c. 62/24.0	Junior High School	f. 15/5.8	Other (specify): _____

3. Check your area of greatest involvement:

a. 99/43.0	general (elementary teaching)	g. 3/1.3	music
b. 25/10.8	language arts	h. 5/2.1	industrial arts
c. 16/6.9	reading	i. 5/2.1	home economics
d. 13/5.6	mathematics	j. 7/3.0	art
e. 18/7.8	science	k. 4/1.7	physical education
f. 11/4.7	social studies	l. 24/10.4	Other (specify):

4. Check the number that corresponds to the number of graduate hours you have completed:

a. 30/12.1 0-10 semester hours

b. 28/11.3 11-23 semester hours but less than a Master's degree

c. 83/33.6 Master's degree

d. 29/11.7 Master's degree plus 30 hours

e. 69/27.9 Master's degree plus 45 hours

f. 6/2.4 Doctor's degree

g. 2/0.8 Doctor's degree plus 10 or more hours

5. Are you presently pursuing an advanced degree?

a. 62/25.2 yes

b. 58/23.5 no, but I intend to start soon

c. 126/51.2 no, and I do not intend to start soon

III. Preferred Format for In-Service Training

In answering the questions in this section, please assume we are discussing the elements of an in-service program on a topic of strong interest to you. That is, assume that you are committed to participate in an in-service program and we are now trying to fit the format of the program to your preferences.

1. Staff development has many formats. Two directions the district can pursue are traditional group training (workshops, presentations) or individualized collegial conferencing (clinical supervision, identification and use of master teachers in the formative phase of evaluation). Which format would you like to see the district emphasize?

a. 181/78.0 group training programs

b. 51/21.9 individual collegial conferencing.

2. Rank (1st, 2nd, 3rd and 4th) types of professional growth activities according to your preference:

a. See Attached Sheet districtwide training with common objectives for all participants

b. _____ building-based programs with staff determining in-service activities

c. _____ individual professional growth activities initiated and completed through teacher-set goals in pre- and postconference sessions

d. _____ individual staff development devoted to real classroom problems worked on with one's immediate supervisor or an instructional master teacher during the year

3. What type of program would you find most personally beneficial and be likely to participate in for professional growth? Rank (1st, 2nd etc.):

a. _____ one-time workshop (1 session)

b. _____ short-series workshop (3 or 4 sessions)

c. _____ extensive project from outside agency: Teacher Expectations and Student Achievement (TESA)Project, Primary Trait System (PTS) Project, Instructional Management System (IMS) Leadership Institutes

d. _____ college credit courses offered in the district

See Attached Sheet

4. Given the dictates of reality, when should in-service training programs be held? Rank (1st, 2nd, etc.):

a. _____ during the school day

b. _____ during after-school hours

c. _____ on weekends

d. _____ during the summer

e. _____ other (specify): _____

5. Would you like a district in-service day built into the school calendar?

a. 137/58.2 yes b. 98/46.7 no

6. If small incentive grants for special projects were available to staff on a competitive basis, would you apply?

a. 146/65.7 yes b. 76/34.2 no

7. Would you favor limited discretionary funds for staff development allocated to each building?

a. 167/71.9 yes b. 65/28.0 no

8. Which presentation would you prefer to attend?

a. 58/25.3 presentation by peer (expert teacher)

b. 171/54.6 presentation by outside expert

9. Do you favor the identification of master teachers to work with peers on instructional improvement?

a. 106/46.6 yes b. 124/53.9 no

IV. Experience and Interest-Need Inventories

For each topic list below, please indicate your experience and interest in or need for professional development programs. For each topic place one number in the Experience column and one number in the Interest-Need column according to the following definitions:

EXPERIENCE CATEGORIES

4	Expertise -	practiced in this area extensively and would serve as a consultant
3	Some Expertise -	have worked in area but not an expert
2	Some Acquaintance -	have familiarity with this area but need more training
1	No Knowledge -	have very slight or no experience in this area

INTEREST-NEED CATEGORIES

4	Very Strong -	if at all possible would participate in an in-service program on this topic
3	Strong -	would probably enroll in an in-service program on this topic
2	Moderate -	would enroll in an in-service program on this topic only if it were convenient
1	None -	would not attend in-service on this topic

CATEGORIES

		EXPERIENCE				INTEREST-NEED			
		a. Expertise	b. Some Expertise	c. Some Knowledge	d. No Knowledge	e. Very Strong	f. Strong	g. Moderate	h. None
1. Instructional Leadership	1.	19/9.3	75/32.8	94/40.3	40/17.5	25/10.8	60/26.0	110/47.9	35/15.2
2. Discipline Techniques	2.	20/8.4	121/51.2	89/37.7	5/2.1	61/25.5	83/34.8	74/32.6	13/5.4
3. Subject Area Curriculum	3.	54/23.5	107/46.7	60/26.2	8/3.4	51/22.0	90/38.9	75/32.4	15/6.4
4. Effective Teaching (Madeline Hunter Model)	4.	10/4.3	46/19.8	113/49.7	63/27.1	30/12.9	57/24.4	107/45.9	39/16.7
5. Test Data Interpretation	5.	8/3.4	55/23.6	120/51.5	50/21.4	20/8.3	54/22.5	115/47.9	51/21.2
6. The Organizational Climate of Schools	6.	5/2.2	30/13.2	118/51.9	74/32.5	22/9.4	42/18.1	103/44.3	65/29.9
7. Library Resources	7.	11/4.7	42/19.1	135/58.1	44/18.9	13/5.4	46/19.3	114/47.9	65/27.3
8. Characteristics of Effective Schools	8.	3/1.3	48/20.9	137/59.5	42/18.2	39/16.7	75/32.1	97/41.6	22/9.4
9. Time-on-Task Management	9.	17/7.2	52/22.3	105/45.0	59/25.3	31/12.9	72/30.1	102/42.6	34/14.7
Questioning Techniques	10.	17/7.2	78/33.4	107/45.9	31/13.3	37/15.7	63/26.8	104/44.2	31/13.2
11. Test Construction	11.	16/6.8	77/20.9	116/49.7	25/12.4	26/10.9	48/20.1	104/43.6	60/25.1
12. School Desegregation	12.	5/2.1	35/14.9	131/55.9	63/26.9	26/10.9	55/22.9	99/41.2	60/25.0
13. Humanizing Instruction	13.	16/6.9	57/24.5	94/40.5	65/28.0	27/11.4	75/31.7	91/38.5	43/18.1
14. Collective Bargaining and Grievence Procedure	14.	3/1.2	15/6.4	90/38.6	125/53.6	22/9.2	31/13.0	92/38.6	93/39.0
15. Grouping for Instruction	15.	16/6.8	81/34.7	117/49.0	24/10.3	34/14.2	74/31.0	94/39.4	36/15.1
16. Computer Assisted Management (CAM)	16.	2/0.8	15/6.4	90/38.9	124/53.6	63/26.2	74/31.3	61/25.8	37/15.6
17. Computer Assisted Instruction (CAI)	17.	3/1.2	24/10.2	109/46.5	98/41.8	72/22.3	72/30.2	62/26.0	24/10.1
18. Media Utilization	18.	6/2.5	42/17.9	128/54.7	58/24.7	28/11.7	65/27.9	96/40.3	43/18.1
19. Gifted and Talented Instruction	19.	10/4.2	50/21.3	116/50.9	55/23.5	68/28.4	70/28.9	93/39.9	29/12.1
20. State Plans for Educational Reform	20.	0/0	13/5.5	93/39.7	128/54.7	16/7.0	51/21.9	102/43.0	59/25.1
21. Guidance Services	21.	9/3.9	21/9.0	137/58.7	65/27.8	15/6.4	47/20.1	111/47.6	61/26.1
22. Differenciated Staffing—Career Ladders—Master Teacher Plans	22.	1/0.4	22/9.6	95/41.4	110/48.0	37/15.9	61/25.7	92/38.8	46/19.4

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CATEGORIES

		EXPERIENCE				INTEREST-NEED			
		a.	b.	c.	d.	e.	f.	g.	h.
		Expertise	Some Expertise	Some Knowledge	No Knowledge	Very Strong	Strong	Moderate	None
23. Management by Objective (MBO)	23.	3/1.3	38/16.7	91/40.0	95/41.8	17/7.3	38/16.4	120/51.9	54/24.2
24. Exceptional Child Education	24.	1/.4	48/20.8	125/54.3	49/21.3	34/14.5	56/23.9	109/46.9	35/14.9
25. Team Planning	25.	8/3.4	23/10.0	21/52.8	77/33.6	13/5.6	44/19.2	110/48.0	62/27.0
26. Writing across the Curriculum	26.	13/5.6	33/14.4	97/42.3	86/37.5	24/10.3	57/24.8	105/45.4	45/19.4
27. Reading Skills for the Content Areas	27.	12/5.1	61/26.4	110/47.6	48/20.7	29/12.4	66/28.4	95/40.7	43/18.4
28. Instructional Management Systems (IMS)	28.	5/2.1	26/11.4	103/45.1	94/41.2	17/7.4	46/20.1	104/45.6	61/26.7
29. Formal and Informal Communication Networks	29.	2/.8	17/8.5	86/38.5	118/52.8	12/5.2	33/14.4	113/49.2	73/32.6
30. Women's Leadership Training	30.	3/1.3	13/5.8	70/31.3	137/61.4	20/8.8	31/13.6	69/30.3	107/47.1
31. Motivation of Students	31.	17/7.3	104/45.8	97/41.9	11/4.7	82/34.7	87/36.4	54/22.5	16/6.6
32. The Supervisory Process: Pre and Post Conferencing	32.	6/2.6	32/14.2	126/56.2	60/26.7	17/7.5	45/19.9	97/42.9	67/29.6
33. Counseling Techniques	33.	6/2.6	37/16.2	118/51.7	67/29.3	30/12.8	65/27.8	94/40.3	44/18.8
34. Mastery Learning	34.	5/2.2	39/17.2	124/53.5	61/26.9	31/13.3	68/29.1	103/44.2	31/13.3
35. District Curriculum Guides	35.	15/6.6	49/21.3	124/53.1	37/16.4	21/9.1	42/18.2	112/48.9	54/23.6
36. Learning Styles	36.	7/3.1	61/26.7	132/57.8	28/12.2	41/17.5	62/23.6	100/44.8	21/9.1
37. Environmental Education	37.	4/1.7	16/7.0	124/50.6	92/36.1	23/9.5	44/19.0	112/49.4	53/22.5
38. Improving Students' Self-Concepts	38.	9/3.8	96/41.3	110/47.4	16/6.8	71/29.8	97/40.7	60/25.2	10/4.2
39. Performance-Based Evaluation	39.	8/3.4	55/24.0	130/56.7	35/15.2	24/10.3	66/28.5	92/39.9	49/21.3
40. Action Research for the Classroom	40.	3/1.3	10/4.4	72/32.0	140/62.2	11/5.0	36/16.5	95/43.5	74/33.9
41. Public School Law	41.	0/0	14/6.1	111/48.4	103/44.9	17/7.4	37/16.4	98/43.1	77/33.9
42. Grading and Record Keeping	42.	25/10.9	84/36.8	103/45.1	15/6.5	20/8.5	54/22.9	95/40.4	66/28.1
43. Sharing Promising Practices	43.	9/4.0	44/20.0	77/35.0	90/40.9	21/9.4	64/28.7	82/36.8	56/25.1
44. Career Education	44.	5/2.1	25/10.9	133/57.3	69/29.5	19/8.3	27/11.8	100/43.9	82/36.0

		EXPERIENCE				INTEREST-NEED			
		a.	b.	c.	d.	e.	f.	g.	h.
		Expertise	Some Expertise	Some Knowledge	No Knowledge	Very Strong	Strong	Moderate	None
45. Higher Thinking Skills	45.	7/3.1	46/20.5	112/49.1	58/25.8	40/17.3	78/33.7	82/35.4	31/13.4
46. Extracurricular Activities	46.	16/7.1	53/23.5	106/47.1	47/20.8	19/8.2	37/16.0	95/41.3	79/34.3
47. Organizational Theory and School Districts	47.	2/.9	9/4.0	81/36.6	127/57.4	5/2.2	13/5.8	92/41.0	114/50.7
48. Quality Circles	48.	0/0	7/3.2	42/19.3	166/76.4	5/2.4	14/6.8	90/44.3	94/46.3
49. Formative and Summative Evaluation	49.	3/1.3	32/14.5	100/45.4	83/37.7	10/4.4	32/14.2	108/48.2	74/33.0
50. Games for the Classroom	50.	14/6.1	49/21.6	130/57.5	30/13.2	30/12.9	57/24.6	97/41.9	47/20.3
51. Early Childhood Education	51.	7/3.0	37/16.3	108/47.7	71/31.4	24/10.2	37/15.7	69/29.3	105/44.6
52. School Finance	52.	0/0	12/5.4	82/37.2	124/56.3	10/4.4	27/11.9	86/38.0	103/45.6
53. Working with Underachievers	53.	14/6.1	70/30.9	113/50.0	26/11.5	70/29.5	88/37.1	59/24.8	20/8.4
54. The Curriculum Development Process	54.	11/4.9	50/22.4	105/47.0	54/24.2	20/8.7	49/21.4	103/45.1	56/24.6
55. Planning in Relation to Cultural Backgrounds	55.	1/.4	23/10.3	108/48.4	89/39.9	20/7.7	57/25.7	97/42.3	53/23.3
56. Conducting Parent or Student Conferences	56.	12/5.3	80/35.3	105/46.4	25/11.0	27/11.6	67/29.0	90/38.9	47/20.3
57. Independent Learning/Study Methods	57.	6/2.6	52/23.1	118/52.4	46/20.4	26/11.3	71/31.0	100/43.6	32/13.9
58. Role Playing/Simulation	58.	10/4.4	43/18.9	122/54.7	47/21.0	13/5.7	33/14.4	98/42.9	84/36.7
59. Identifying Creativity in Children	59.	6/2.6	51/22.3	121/53.0	47/20.6	40/17.7	87/38.8	76/33.2	33/14.3
60. Classroom Observation Strategies	60.	9/4.0	50/22.2	117/52.0	46/20.4	26/11.3	52/22.2	92/40.0	54/23.5

Surveys Returned: 265 (Approx.)

Staff Needs Assosmenr Survey Results

	1	2	3	4	5	6	7	8	9	10	11	12
Part I												
9a	2/0.8	18/7.2	81/32.5	148/59.4								
9b	28/11.2	167/66.8	40/16.0	15/6.0								
9c	0/0	20/7.9	61/24.1	172/67.9								
9d	3/1.1	62/24.5	67/26.4	121/47.8								
9e	22/8.9	132/53.4	79/31.9	13/5.2								
9f	5/2.0	58/23.2	128/51.2	57/22.8								
9g	2/0.8	21/8.5	60/24.2	163/65.9								
9h	1/0.4	37/14.9	98/39.6	110/44.5								
9i	121/49.1	95/38.6	23/9.3	4/1.6								
9j	0/0	1/5.5	2/11.1	15/83.3								
10a	70/30.0	43/18.4	51/21.8	30/12.8	17/7.2	8/3.4	7/3.0	0/0	5/2.1	1/0.4	1/0.4	0/0
10b	1/0.5	5/2.5	8/4.0	10/5.0	11/5.5	21/10.6	28/14.1	43/21.7	53/26.7	17/8.5	0/0	1/0.
10c	65/29.8	51/23.3	41/18.8	28/12.8	19/8.7	6/2.7	5/2.2	1/0.4	0/0	0/0	1/0.4	1/0.
10d	35/16.8	28/13.4	39/18.7	31/14.9	15/7.2	21/10.0	12/5.7	21/10.0	3/1.4	0/0	1/o.4	2/0.
10e	1/0.5	5/2.7	10/5.5	13/7.1	17/9.3	34/18.7	47/25.9	31/17.1	16/8.8	4/2.2	0/0	3/1.
10f	17/8.6	12/6.0	22/11.1	26/13.1	44/22.3	35/17.7	21/10.6	13/6.5	3/1.5	1/0.5	0/0	3/1.
10g	55/24.7	75/33.7	33/14.8	26/11.7	13/5.8	7/3.1	5/2.2	2/0.2	0/0	0/0	3/1.3	3/1.
10h	11/5.5	20/10.0	29/14.5	28/14.0	44/22.0	33/16.5	22/11.0	9/4.5	0/0	0/0	1/0.5	3/1.
10i	1/0.5	4/2.2	4/2.2	3/1.7	5/2,8	12/6.8	27/15.3	43/24.4	72/40.9	5/2,8	0/0	0/0
10j	3/13.0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/4.3	4/17.3	13/56.5	2/8.

Part III	1	2	3	4	5
2a	70/30.3	47/20.3	33/14.2	81/35.0	
2b	87/37.8	78/33.9	51/22.1	13/5.6	
2c	34/15.1	54/24.1	86/38.3	50/22.3	
2d	41/17.9	49/21.4	57/25.0	80/35.0	
3a	89/39.3	67/29.6	40/17.6	30/13.2	
3b	44/19.2	105/46.0	68/29.8	10/4.3	
3c	26/12.0	21/9.7	54/25.0	115/53.2	
3d	71/32.4	33/15.0	57/26.0	57/26.0	
4a	124/54.1	58/25.3	28/12.2	18/7.8	0/0
4b	74/33.0	99/44.1	38/16.9	8/3.5	8/3.5
4c	2/1.0	16/8.2	75/38.6	93/47.9	5/2.5
4d	29/14.0	46/22.2	55/26.5	71/34.2	5/2.4
4e	8/53.3	2/13.3	3/20.0	1/6.6	0/0